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ABSTRACT

During its second year the Consortium for the Development of Professional Materials for Vocational Education developed six competency-based modules for use in the preparation of local administrators of secondary and postsecondary vocational education programs. A four-stage development process was used: preparation of module prospectus, preparation of a field-review version, preparation of a field-test version, and preparation of the published edition. Titles were (1) Prepare Vocational Education Budgets: (2) Manage the Purchase of Equipment, Supplies, and Insurance: (3) Manage Vocational Buildings and Equipment: (4) Evaluate Staff Performance: (5) Select School Personnel: and (6) Identify Sources of Financial Support. A module developed by another project, Use Information Resources to Help Solve Educational Problems, was also included in the Consortium series. Following the narrative portion of this report, appendixes, amounting to over four-fifths of the report, contain these additional Consortium materials: minutes of two board meetings, Module Field-Test Data Summary and Revision Report, progress reports for four periods, and the Competency-Based Vocational Education Administrator Materials Brochure. (YLB)

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CONSORTIUM FOR THE DEVELOPMENT OF PROFESSIONAL MATERIALS FOR VOCATIONAL EDUCATION

Second Annual Consortium Report
1979-1980

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

The work presented herein was performed by the National Center for Research in Vocational Education on behalf of the Consortium for the Development of Professional Materials for Vocational Education. Sponsors and members of the Consortium for 1979-1980 included the following states and/or cooperating agencies: the Florida Department of Education, Division of Vocational Education, and Florida International University, Division of Vocational Education; the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, and Southern Illinois University at Carbondale, Vocational Education Studies and Educational Leadership Departments; New York State Education Department, Office of Occupational and Continuing Education; the North Carolina Department of Public Instruction, Division of Vocational Education; the Ohio State Department of Education, Division of Vocational Education; and the Pennsylvania Department of Education, Bureau of Vocational Education, and Temple University, Department of Vocational Education. The opinions expressed herein do not, however, necessarily reflect the position or policy of any of the sponsors, and no official endorsement by them should be inferred.

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Introduction

In 1978, seven states joined cooperatively with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. These states established as one of their top priorities for personnel development the development of competency-based materials for the preparation of local administrators of secondary and postsecondary vocational education programs. The Consortium was the formal mechanism designed to support material development. During the first year the states of Florida, Illinois, New York, North Carolina, Ohio, Pennsylvania, and Texas supported the development and field testing of seven competency-based administrator modules. During the second year (1979-80) of operation, six states supported the development of six additional modules.

It was estimated that a total of approximately thirty modules would be needed to address the list of professional competencies identified in the National Center research study completed in 1977 (Norton et al.). Six modules had been developed under the initial USOE-supported research and development project during 1975-77. During its first year, the Consortium began the development of seven more, with approximately seventeen to be developed during the second and succeeding years of the Consortium. The basic development plan calls for the production of one module per member state per year.

Member States and Cooperating Institutions

Six states became Consortium members during the course of the 1979-80 contract year (September 1-August 31), although their membership became effective at different times throughout the year. Two contracts were processed and approved prior to September 1, 1979. The first contract was approved on June 13, 1979 and the sixth contract on March 26, 1980. As in the past, some states contracted directly with The Ohio State University Research Foundation, legal contracting agent for the National Center for Research in Vocational Education, while others contracted through one of their state universities.

The sponsoring state agencies and/or cooperating educational institutions were as follows:

1. Division of Vocational Education
   Florida Department of Education
   and
   Division of Vocational Education
   Florida International University

2. Department of Adult, Vocational, and Technical Education
Illinois State Board of Education
and
Vocational Education Studies Department and
Educational Leadership Department
Southern Illinois University at Carbondale

3. Office of Occupational and Continuing Education
New York State Education Department

4. Division of Vocational Education
North Carolina Department of Public Instruction

5. Division of Vocational Education
Ohio Department of Education

6. Division of Vocational Education
Pennsylvania Department of Education
and
Department of Vocational Education
Temple University

Consortium Operation

The Consortium continued to operate through its Board of Members. Each state is entitled to one voting representative on the Board. The representatives and their respective states for 1979-80 were as follows:

Dominic Mohamed, Florida
James Parker, Co-State Representative, Illinois
Wayne Ramp, Co-State Representative, Illinois
Dale Post, New York
Robert Mullen, North Carolina
George Kosbab, Ohio
Calvin Cotrell, Pennsylvania

The following persons also served as department of education contacts in states where a university-based person served as the designated state representative:

Helen Lipscomb, Florida
James Haire, Illinois
Kenneth Swatt, Pennsylvania

Elected as officers of the Consortium for 1979-80 were:

Dale Post, President
George Kosbab, President-Elect

The scope of work of the Consortium was carried out primarily by staff employed at the National Center. Staff members who worked on the Consortium during the 1979-80 year included:

Robert E. Norton, Program Director
James B. Hamilton, Senior Research and Development Specialist
Lois G. Harrington, Program Associate
Karen M. Quinn, Program Associate
Janice Davis, Program Associate
David R. Greer, Graduate Research Associate
Aubrey Long, Graduate Research Associate
Deborah Linehan, Secretary

Ferman B. Moody, Associate Director of the National Center's Personnel Development Division, provided administrative assistance in carrying out the Consortium's scope of work. This assistance was provided by the National Center at no cost to the Consortium.

In addition to the National Center staff, thirty consultants were employed in the module development process (two writers and three reviewers for most modules). In addition, a number of individuals provided voluntary assistance by critiquing module prospecti and module field-review editions, and/or by participating in the field-testing process as either resource persons or administrator trainees.

The following is a brief explanation of the Consortium's general operational procedures:

1. Each state contracts annually with the National Center for Research in Vocational Education, through its legal contracting agency The Ohio State University Research Foundation.
2. Each member state has one vote on the Board of Members which serves as the legal policy-making body of the Consortium.
3. The Board meets twice per year, in September or October and in March or April, to develop plans and review progress.
4. The National Center, through its Executive Director and the Consortium Program Director, implements the policies adopted by the Board and manages completion of the agreed upon scope of work.
5. Consortium members determine module development priorities.

6. Consortium members nominate module consultant writers and reviewers each year. Final selection of writers and reviewers is made by Consortium program staff based upon applications and supportive data received from nominees.

7. All member states participate in providing critiques of module prospecti, critiques of field-review editions of the modules, and in field testing the modules.

8. Consortium staff with the assistance of the consultant writers and reviewers are responsible for module development, revision, and quality control.

9. Consortium members have equal and immediate access to all of the materials developed. Through the cooperative arrangement made possible by the Consortium, each state pays for the development cost of a single module each year, but receives copies of all the modules being developed for reviews, testing, and final use.

10. Consortium staff are available to provide training and technical assistance to member states, to orient new module field-test coordinators and administrator trainess, and to help with competency-based administrator training program implementation.

Objectives for 1979-80

While the major purpose of the Consortium is to support the development of professional materials needed for the preservice and inservice preparation of vocational educators, the specific objective for 1979-80 was to develop and field test six competency-based modules for use in the preparation of local administrators of secondary and postsecondary vocational education programs. In addition, the Consortium continued to assume responsibility for completing the field testing and revision of the seven modules begun during the first year of the Consortium.

Development Procedures

Modules are developed by means of a cooperative process. In one of the first steps, the member states voted to establish the competencies for module development. Once the development priorities were established (see Appendix A for a list of the rankings), the state representatives were asked to nominate qualified persons to assist National Center staff as module writers or module reviewers. The nominees and selected others known to the National Center Consortium staff were contacted and asked to apply as consultant writers or reviewers on one or more

of the modules to be developed. From these applications, Consortium staff selected the most qualified persons available (for a list of these persons see Appendix B).

A four-stage development process was begun at that point. The four-stage sequence of development includes (1) preparation of a module prospectus, (2) preparation of a field-review version, (3) preparation of a field-test version, and (4) preparation of the published edition. The following is a brief description of the procedures used at each stage of development.

Preparation of the module prospectus. The module prospectus is usually a four- to eight-page outline of the proposed module. It contains statements of the terminal and enabling objectives, an outline of the topics to be covered in the information sheets, the proposed learning activities and feedback, a tentative list of the performance assessment criteria, and a list of the specific competency statements to be addressed by the module. The prospectus is generally drafted by the Consortium staff member assigned to the module after he or she has analyzed the competencies to be covered and reviewed the available literature. The prospectus is further developed and refined at a one-day conceptualization meeting involving the consultant writers and Consortium staff. Three copies of the refined prospectus are submitted to each state representative for reviews and critiques. A twenty-day turnaround time is requested so that the module writers can benefit from the critique as they prepare the field-review version.

Preparation of the field-review version. After the preparation of the module prospectus, the two consultant writers begin preparing information sheets, case studies, model answers, etc., based on their actual knowledge, experience, and expertise in the particular area. At the same time, the National Center staff writer continues the search for relevant literature and sample materials. The staff writer maintains contact with the consultant writers to answer questions, check on progress, and relay information received from the prospectus critiques. Once materials are received from the two consultants, the staff writer prepares the field-review version by merging, rewriting, editing, and formatting the material into a full-blown draft of the module. It is then reviewed internally by another Consortium staff member before duplication of the field-review copies. Six copies of the field-review version of the module are sent either to the state representative or directly to the persons previously designated for voluntary reviews in each state. A module reviewer's checklist and directions for completing the reviews accompany each module. Three paid consultant reviewers are also asked to provide a detailed review and written critique of the module. Again, a twenty-day review period is utilized so that

the reviewers' comments can be obtained as quickly as possible and used in preparing the field-test version.

Preparation of the field-test version. All the field review module checklists and the written suggestions received are summarized and analyzed as the major input into development of the field-test version of the module. Commonly, two or three Consortium staff members review the comments and suggestions for improvement and decide on the changes to be made by the staff writer. When necessary, another consultant may be employed or further work may be requested of one or both of the initial consultants. Once the field-test version has been prepared, it again is reviewed internally by another Consortium staff member before duplication for field-test purposes. Each member state and/or cooperative institution of higher education receives thirty copies of each module for field testing. In addition to the modules, field-test guidelines and instruments are provided for use by both the resource persons and administrator trainees. In most states, an orientation and training session has also been couducted to prepare resource persons for their role in field testing.

Preparation of the published version. Upon the receipt of at least thirty completed sets of field-test data from administrator trainees and feedback instruments from five or more resource person, a module is revised if the field-test reaction are generally positive (Board policy adopted April 8, 1980, see Appendix C). It is the goal of the Consortium, however, to obtain at least fifty sets of trainee instruments, with the participation of at least five member states, whenever possible. Data submitted by teacher educators and others participating in field testing are acknowledged and summarized by Consortium staff. Two or more Consortium staff or consultants independently review the module and all field-test data to determine what changes, if any, are suggested by the feedback obtained. Decisions are reached as to what changes should be made and a writer is assigned the task of revision. The revision is followed by a final content review, an editorial review, and final publication and distribution of thirty copies to each member state. A brief Module Field-Test Data Summary and Revision Report summarizing the results of field testing and specifying the revisions made is also prepared for dissemination to member states and interested others (see Appendix D for a sample).

Accomplishments

The Consortium's objectives for 1979-80 have been partially accomplished as of this writing. Factors which have delayed the development process are discussed later in this report. Reactions to the modules developed and field tested to date have been

extremely positive. These reactions have been received primarily from state directors, teacher educators, and administrator trainees who are participating in field testing, and from Board members and state representatives.

The titles of modules developed for the 1978-79 year are as follows:

1. Direct Curriculum Development
2. Guide the Development and Improvement of Instruction
3. Direct Program Evaluation
4. Promote the Vocational Education Program
5. Provide a Staff Development Program
6. Manage Student Recruitment and Admissions
7. Involve the Community in Vocational Education

The current status (December 1980) and projected dates for future activities regarding each module follows:

	Prospectus Ready	Ready for Field Review	Ready for Field Test	Revision for Publication
1.	——————————>			Sept. '80
2.	——————————>			Sept. '80
3.	——————————>			Sept. '80
4.	——————————>			Feb. '81
5.	——————————>			Feb. '81
6.	——————————>			Feb. '81
7.	——————>	Jan. '81	March '81	Sept '81

The titles and modules developed for the 1979-80 year are as follows:

8. Prepare Vocational Education Budgets
9. Manage the Purchase of Equipment, Supplies, and Insurance
10. Manage Vocational Buildings and Equipment
11. Evaluate Staff Performance
12. Select School Personnel

13. Identify Sources of Financial Support

14. Use Information Resources to Help Solve Educational Problems*

	Prospectus Ready	Ready for Field Review	Ready for Field Test	Revision for Publication
8.	——————————————————————>			April '81
9.	——————————————————————>			April '81
10.	——————————————>		Jan. '81	Summer '81
11.	——————————————>		Jan. '81	Summer '81
12.	——————>	Jan. '81		Fall '81
13.	——————>	Feb. '81		Fall '81
14.	——————————————>		Jan. '81	Summer '81

Priorities for the third year of module development were established by the six continuing member states by means of a mailed questionnaire in September 1980. These were confirmed by the Board of Members at the October 8-9, 1980 Board meeting. Modules to be developed during the third year include the following:

15. Provide Facilities and Equipment for Vocational Education
16. Manage School Personnel Affairs
17. Provide Alternative Instructional Programs
18. Coordinate Guidance and Administrative Services for Students
19. Develop Professional Administrative Skills and Relationships
20. Cooperate with Local and State Administrative Agencies

Comments received from module users are presented in the following paragraphs. The first two statements reflect the feelings of two resource persons (teacher educators) and the latter comments summarize some of the verbatim comments of administrator trainees.

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*The development of this module was paid for by another National Center project, and the opportunity to include it in the Consortium series was offered to and accepted by the Board of Members.

"The National Center's modules are down to earth, to the point, and focus on administrative concerns as they apply to vocational education. There are many materials available to train general education administrators. However, materials which apply these concepts to a vocational education setting are extremely rare. These modules bridge that gap and, to my knowledge, are the only materials in America that adequately meet our training needs." (Chairperson, Department of Vocational Education)

"The modules have tremendous potential in the preparation of vocational supervisors and directors. I can see their effectiveness in both the pre- and inservice phases of our intern leadership development program. The modules were well received by our interns." (Director, Intern Leadership Development Program)

Administrator trainees, when asked what they liked best about the modules, have said--

"...the common sense and theory combined."
"...the true-to-life experiences."
"...cooperation and exchange with my resource person."
"...being able to work at my own pace and convenience."
"...opportunity to seek help from resource people."
"...being given a chance to perform."

Major Activities

For a detailed report of the activities accomplished each month, see the four quarterly reports which are presented as Appendixes E, F, G, and H. Module development and related activities are reported with the specific dates of accomplishment.

The major activities for the 1979-80 Consortium contract year were as follows:

1. Developing and completing contracts with six member states.
2. Conducting two Board of Members' meetings, September 13, 1979 and April 8-9, 1980. See Appendixes A and C for copies of the minutes of each meeting.
3. Securing nominations of consultant writers and reviewers from each member state.
4. Seeking applications from the nominees and selecting the most qualified writers and reviewers for each module.

5. Developing the various versions (prospectus, field-review, field-test, published) of six modules.

6. Completing the field testing of the first year's modules and initiating the field testing of the second year's modules.

7. Revising for publication three of the first year's modules.

8. Coordinating the critique of each module prospectus (about forty per module), and the field-review version (about forty per module) of each module.

9. Maintaining frequent liaison with six member state representatives and/or the state department of education contacts.

10. Conducting field-test coordinator and resource person training in five states.

11. Making presentations regarding the Consortium to the National Advisory Council for Vocational Education, to Florida Vocational Externs, to Ohio Vocational Interns, and several other groups.

12. Making several revisions in the Consortium contract to improve its acceptance to member states and overall clarity.

13. Preparing a new brochure announcing the availability of the first six Consortium-produced modules (see Appendix I).

Problems

Slippage from the proposed development time table was a continuing program. The slippage can be attributed to several factors.

A major factor affecting the ability of the Consortium staff to begin and complete work on schedule was the unusual and unexpected delays in obtaining signed contracts from three of the six states. Although work was scheduled to begin on September 1, 1979, only two states were able to finalize contracts by that date. One state signed its contract in October, another in mid-November, the fifth state on February 25, 1980, and the sixth state on March 26, 1980. Although all of these contracts were retroactive to September 1, 1979, development work could not begin on any contract until it was fully approved.

There was considerable delay on the part of two states in submitting their consultant nominees. This, in turn, delayed

the consultant application and selection process as well as the module conceptualization meetings.

The Consortium unexpectedly lost two staff members this year. Karen M. Quinn, one of two experienced and highly competent program staff members, suffered a tragic death on April 19, 1980. Janice Davis, a replacement program associate, unexpectedly resigned that position six weeks after starting employment. The Consortium also lost the services of Aubrey Long, Graduate Research Associate, who was graduated from the university on August 31, 1980. While other qualified replacements have been sought, the Consortium as of this writing has been unsuccessful in hiring satisfactory replacements.

Some consultant writers were slow to respond to the request for the written material needed by the staff writers to prepare the field-review version of the modules.

Field testing continues at a slower than expected rate. This problem is being reduced as more institutions in the member states become involved in field testing, and hence, more resource persons and administrator trainees are available to test the modules developed.

While there have been unavoidable slippages in the projected time schedule for the reasons mentioned, work has progressed steadily, and perhaps most importantly, in a manner that assures the production of high-quality competency-based materials specifically designed for the preparation of administrators of vocational education. As reported earlier, reactions to the materials by nearly all administrator trainees and resource persons involved in field testing, and the members of the Consortium Board have been overwhelmingly positive. In addition, many visitors to the National Center have reviewed and commented favorably upon the products.

Summary and Conclusions

While the production of high-quality competency-based administrator modules appears to require more time than originally projected, the viability of the cooperative development approach has been successfully demonstrated. Consortium procedures are cost-effective for developing and field-testing high-quality professional materials that can meet the common needs of several states. Perhaps the best measure of the Consortium's continued viability is indicated by the fact that all six of the member states have joined the Consortium effort for a third year. One cooperating university, in a final report to the state board of education, recommended continuation in the Consortium "because

of the quality of modules produced and because of the cost-effectiveness resulting from the work being done by an experienced research and development staff." And, as of this writing, several other states are giving serious consideration to membership.

The Consortium staff feels that present module development and testing procedures could be equally well applied to the development of other kinds of professional materials. In this sense, the Consortium has not only produced some high-quality administrator modules but has also developed and refined a process that could be used successfully to produce many kinds of instructional materials. With this thought in mind, the Consortium Board requested a survey during fall 1980, of possible future scopes of work that might be undertaken once the modules have been developed.

The formation and operation of the multi-state Consortium has led to the following recognized advantages over individual state efforts:

1. Member states can effectively pool limited financial resources for curriculum development purposes. The cooperative approach permits major savings as compared to the cost of individual state efforts, if such efforts are possible.
2. Member states can effectively pool the professional expertise needed to develop, critique, revise, field test, and publish high-quality materials addressing many different competencies.
3. Through cooperative development, member states can avoid the unnecessary duplication of effort and enhance the quality of the materials developed.
4. Through regular meetings, Consortium representatives are helping to refine and clarify the meaning of many terms that relate to different facets of competency-based education.
5. Through the interstate contact and exchanges that are occurring through participation in the Consortium, member states and cooperating universities are benefiting by learning of new and more successful approaches to the preservice and inservice preparation of vocational education administrators.

APPENDIXES

APPENDIX A

SUMMARY

Board of Members Meeting of the Consortium for the
Development of Professional Materials for
Vocational Education
Columbus, Ohio

September 13, 1979

The meeting was called to order by Bob Norton, consortium program director, at 8:30 a.m. In attendance were representatives of seven states and the National Center for Research in Vocational Education. (See Attachment A for a copy of the day's agenda and Attachment B for a roster of participants.)

Bob Norton gave a report on the status of Consortium membership and recruitment efforts. As of August 31, 1979, six states had contracted with the National Center to join the Consortium effort. The states and dates of contract are as follows:

Illinois - October 2, 1978
Pennsylvania - October 16, 1978
Ohio - October 17, 1978
North Carolina - December 6, 1978
New York - January 25, 1979
Florida - July 16, 1979

Other states contacted since the March Board meeting include Texas, Kentucky, Georgia, New Jersey, and the Idaho/Washington Consortium. Texas requested membership effective July 1, 1979, and contracts were submitted to the state for signatures and approval on June 15, 1979. Final approval of this contract is still pending. The other states contacted have, for a variety of reasons, declined to join thus far.

All seven of the above mentioned states have indicated verbally and/or in writing their intent to continue participation for a second year (1979-80). As of July 16, 1979, contracts for 1979-80 had been sent by the National Center to Ohio, Illinois, Pennsylvania, New York, North Carolina, and Florida. The status of 1979-80 contracts as of September 1, 1979 was as follows:

Ohio - contract approved June 13, 1979
Illinois - contract approved July 30, 1979
New York - approval pending
North Carolina - approval pending
Pennsylvania - approval pending
Florida - approval pending

The representatives from North Carolina and Texas indicated final approval of all contracts in their states was being held up by USOE's failure to approve their state plans for vocational education. Contractual problems were given as the reason for delay in obtaining contract approvals in New York and Pennsylvania. Much of the discussion centered around the contractual "red tape" that was causing considerable frustration in some states.

It was reported that confusion existed regarding the role of the national Center's program office, the National Center's business office, and the Ohio State University Research Foundation. It was moved, seconded, and unanimously passed by the Board that a resolution be prepared requesting that a written statement clarifying the role of each office be developed by the National Center and submitted to all state representatives. Serious concern was voiced that the contractual difficulties could very well jeopardize the continued operation of the Consortium.

Discussion regarding contracting continued relative to how the process could be made simpler next year. It was agreed that the same membership contract should be used by all states. Regarding possible changes for the third year's contract, it was requested that the Consortium Program Director send a letter to each state about January 1, 1980 asking for their written recommendations for changes by February 15, 1980. The National Center will try to incorporate these changes into a proposed contract for 1980-81 that will be submitted for approval to the Board at its regular March meeting.

The following resolution was drafted and unanimously approved at the end of the meeting:

"The Consortium members hereby resolve that the National Center for Research in Vocational Education submit a written communication to each member state clarifying the roles of the National Center program office, National Center business office, and Ohio State University Research Foundation in negotiating contracts and performing other administrative matters relating to the successful completion of the contracted scopes of work."

The next item addressed was the presentation of a module status report. (See Attachment C for a summary of this report.) The current status of each module was discussed. A question was raised concerning why the seventh module to be developed was "Involve the Community in Vocational Education." It was explained that this module was the seventh-ranked module for 1978-79 and was, therefore, selected as the next module to be developed (financial support for this module was contingent upon membership by Texas). It was agreed that every effort should be made to avoid identifying modules by state since, in reality through the Consortium, each state is supporting and participating in the development of all the modules.

At this point, the agenda was modified to consider the module priorities for development for 1979-80. (A summary of the rankings submitted by member states--including Texas--is presented as Attachment D.) After some discussion, Dale Post moved that the seven modules listed be adopted as priorities for development this year. Jim Parker seconded the motion, and the motion was unanimously approved. The tentative module titles, listed alphabetically and without regard to likely order of development, are:

Coordinate Guidance and Administrative Services for Students
Evaluate Staff Performance
Manage Financial Affairs

Manage Physical Facilities
Obtain Financial Support
Prepare Vocational Education Budgets
Select School Personnel

A financial status report was shared and discussed with the member state representatives. It indicated that expenses through July 31, 1979 were very close to the amounts budgeted. For the first five states, $90,940 had been budgeted and $83,765 of that amount spent by July 31st. Funds from the sixth and seventh states will be needed and used to help pay for the staff time, printing, and communications costs associated with the field testing and revision of the first year's modules.

The Consortium Program Director reviewed with the state representatives the persons in each state who are currently designated as "field reviewers" and "field testers." Materials will continue to be mailed to these persons until the Consortium Program Director is notified of any changes by the respective state representative.

The state representatives requested that the Consortium Program Director provide feedback to them regarding the quality and number of module reviews provided by persons within their states. Bob Norton indicated it would be difficult to place value judgments on all the work done by module writers and reviewers. He agreed to discuss the work of module writers on an informal basis with each respective state representative who desires such information (this has already been done in some cases). He further agreed to supply each state representative with a list of the satifactory reviews completed on each module by persons within their state. This feedback will be used to help select future reviewers and to enable the state representatives to thank those persons who have already helped with reviews.

A report was made about the very limited field testing that has occurred to date. Only 15 field tests have been completed on two different modules as of September 13, 1979. Most representatives indicated that while testing opportunities were very limited during the summer months, additional field testing would occur this fall. Bob Norton asked that the state representatives make every effort possible to ensure that the established field testing guidelines are followed. It was stressed that the appropriate instrumentation needs to be used at the right times and that the role of the resource person must be effectively carried out. The difference between field testing and field reviewing of modules was also discussed.

Bob Norton requested that the state representatives (or their designees) collect data on what institutions could field test which modules and supply him with a summary of that data as soon as possible. (A suggested form for this purpose is presented as Attachment E.) If a state is going to want more than its allotted 30 modules for field testing, it would be especially helpful if the Consortium staff had this information in advance of the module's duplication. Additional copies can be supplied for the cost of duplication ($.022 per impression) plus a $5.00 handling charge per order.

At this point, there was considerable discussion regarding the different ways the modules were being used in each state. It was agreed that a qualified resource person must be available regardless of the implementation procedure used. A five-page handout on the Role of the Resource Person in a CBAE Program was distributed. Dr. A. J. Miller and others were also asked to comment on their experiences as resource persons with the first administrator modules. It was requested that at a future Board meeting, some time be set aside on the agenda for the further sharing of successful implementation ideas and techniques.

Some concern was voiced that the modularized approach to training administrators may require more time of the resource persons than the traditional classroom room approach. Suggestions offered for reducing the time required included:

1. Limiting the member of students enrolled
2. Using small-group sessions rather than only individual sessions
3. Using differentiated staffing (like Temple)
4. Recognizing that less time is required for lecturing and lecture preparation.
5. Recognizing that the first time a module is used more preparation will be required of the resource person than for future use.

Dr. Cotrell, consortium president, mentioned that his students much preferred the National Center's modules over the VPI and VECS modules which they had also tried. While the time requirement for the competency-based modularized approach may be greater, he felt the end result was well worth the extra involvement.

The procedure being used for the nomination and selection of consultants for 1979-80 was explained. All states except New York and Texas submitted nominations of persons they felt were most qualified to help develop the modules. New York indicated they would soon be submitting nominations now that priorities for next year are known. The Consortium staff has already sent a letter and application form (see Attachment F) to the nominees. Consultant selections will be made by Consortium staff based on the nominations and applications data received.

A proposed "Special Purchase Price" for the competency-based administrator modules was presented and explained to the board by Dave Halsey of the National Center's publications staff. (See Attachment G for details regarding this special discount for Consortium member states and designated institutions within those states.) It was reaffirmed that the Board favors the sale of the modules to non-member states without penalty (payment of membership fees). After discussion, Jim Parker moved that the Consortium Board accept the special purchase price offered. The motion was seconded by Janice Sandiford and unanimously approved. It should be noted that to qualify for this special discount, each member state representative must submit a list of qualifying institutions, and each purchase order should include the statement "Special Discount Price for Consortium Members."

The issue of whether a copyright should be placed on the materials on behalf of the Consortium was raised. After considerable discussion of the pros and cons of placing a copyright on the materials, George Kosbab moved that any action on copyright be deferred until a later date. Jim Parker seconded the motion and the motion was approved.

President Cal Cotrell asked for nominations for president-elect for next year. George Kosbab was nominated. Jim Parker moved that nominations be closed and that the nominee be elected by acclamation. Janice Sandiford seconded the motion, and the motion was unanimously approved. Dale Post, current president-elect, becomes president after the September Board meeting in accordance with the Articles of Agreement of the Membership Contract.

A proposed news article about the Consortium scheduled for the October Centergram was shared with the Board members. Several suggestions for changes were offered and were passed on to the Centergram editor for consideration.

The location and timing for the next Board of Members meeting were discussed. The next regular meeting of the Board is scheduled for March, but the pros and cons of also meeting during the AVA Convention were discussed. It was generally felt that a December meeting was not needed. Additionally, several felt they would not be at AVA this year, and those attending will already have a busy schedule.

Regarding the March meeting, it was suggested that consideration be given to meeting somewhere other than Columbus. Suggested locations included Philadelphia, St. Louis, and Atlanta. Members indicated the need to consider the cost of motel rooms, a meeting room, and the ease of flying into and out of the city selected. As the time approaches, Bob Norton will confer with President Dale Post about the best meeting place available.

The meeting was adjourned at 4:30 p.m.

Respectfully Submitted,

Robert E. Norton

Robert E. Norton
Consortium Program Director

Attachment A

AGENDA

Board of Members Meeting
Thursday, September 13, 1979 - Room 1-B

8:30 a.m.	Review of Agenda and Objectives Report on Membership and Recruitment Module Development Status Report Financial Status Review Field Reviewer's and Field Tester's Lists
10:00 a.m.	Break
10:15 a.m.	Field Testing Per State - Progress to Date - Fall and Winter Opportunities Field Test Reactions Role of Resource Person Field Test Techniques - Alternatives
11:30 a.m.	Lunch
1:00 p.m.	Module Development Priorities for 1979-80 Review of Development Procedures - Prospectus - Field Review - Field Testing - Nomination and Selection of Consultants
3:00 p.m.	Break
3:15 p.m.	Election of Officers Module Pricing Structure Next Meeting News Article Other
4:30 p.m.	Adjourn

Attachment B

Consortium Meeting Roster
September 13, 1979

State Representatives

Dr. Calvin Cotrell
Professor
Department of Vocational Education
RA 255
Temple University
Philadelphia, Pennsylvania 19122

Dr. George Kosbab
Personnel Development Coordinator
Division of Vocational Education
State Department of Education
907 Ohio Department Building
65 South Front Street
Columbus, Ohio 43215

Mr. Robert A. Mullen
Deputy State Director
State Board for Vocational Education
State Department of Education
Room 573, Education Building
Edenton and Salisburg Street
Raleigh, North Carolina 27611

Dr. James Parker, Co-Director
Illinois/NCRVE Consortium
Department of Educational Leadership
Southern Illinois University
at Carbondale
Carbondale, Illinois 62901

Mr. Dale Post
Director
Division of Occupational Education
Supervision
State Education Department
99 Washington Avenue
Albany, New York 12230

Dr. Janice Sandiford
Assistant Professor
Division of Vocational Education
Florida International University
Tamiami Trail
Miami, Florida 33199

Dr. Leo Schreiner
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Austin, Texas 78701

Dr. Aaron J. Miller
Professor
Department of Vocational and
Adult Education
160 Ramseyer Hall
The Ohio State University
29 W. Woodruff Avenue
Columbus, Ohio 43210

National Center Participants

Bob Norton, Consortium Program Director
Lois Harrington, Program Associate
Karen Quinn, Program Associate
Debbie Linehan, Secretary
Steve Gyuro, Associate Director for Programs
Ferman Moody, Associate Director, Personnel Development

Attachment C

MODULE STATUS

Tentative Titles, 1978-79 Modules

1. Direct Curriculum Development
2. Guide the Development and Improvement of Instruction
3. Provide a Staff Development Program
4. Direct Program Evaluation
5. Promote the Vocational Education Program
6. Manage Student Recruitment, Admissions, and Scheduling
7. Involve the Community in Vocational Education

Developmental Status and Projections

	Prospectus Ready	Ready for Field Review	Ready for Field Test	Revision Completed
1.	→	"	→	Jan. '80
2.	→		→	Jan. '80
3.	→		→	Jan. '80
4.	→		Oct. 10	Jan. '80
5.	→	Sept. 30	Nov. 15	March '80
6.	→	Sept. 30	Nov. 15	May '80
7.	→	Nov. '79	Jan. '80	June '80

Attachment D

SUMMARY OF MODULE PRIORITIES

FL	IL	NY	NC	OH	PA	TX		Competency Area (Tentative Module Title)
2	13	7	4	14	13	3	a.	Develop Professional Administrative Skills
7	12		11	11	17	5	b.	Improve Professional Relationships
10	14		5	15	16	4	c.	Provide Alternative Instructional Programs
	2		6	16	10	1	(d.)	Coordinate Guidance and Administrative Services for Students
	15	9	16	17	9		e.	Maintain School Discipline
	11	3	3	4	7		f.	Supervise School Personnel
	1	5	2	3	15	6	(g.)	Evaluate Staff Performance
	10	2	1	5	14	10	(h.)	Select School Personnel
4	16		17	10	11		i.	Cooperate with Local and State Administrative Agencies
5	3	1	7	6	2	9	(j.)	Prepare Vocational Education Budgets
3	4		15	7	3		k.	Manage Business Affairs
6	5	8	8	1	4		(l.)	Manage Financial Affairs
1	6	4	14	2	5		(m.)	Obtain Financial Support
8	7		13	8	8	8	n.	Handle Legislative and Legal Matters
9	8	10	12	13	6		o.	Provide Facilities for Vocational Education
	9		10	9	1	7	(p.)	Manage Physical Facilities
	17	6	9	12	12	2	q.	Involve the Community in the Vocational Education Program

Attachment E

Name _____

Institution _____

MODULE INFORMATION

First Year Modules (Listed in order of expected availability)	Interested in testing Yes - No	If yes, number desired	When could you test?
1. Direct Curriculum Development			
2. Provide a Staff Development Program			
3. Guide the Development and Improvement of Instruction			
4. Direct Program Evaluation			
5. Manage Student Recruitment, Admissions, and Scheduling			
6. Promote the Vocational Education Program			
7. Involve the Community in the Vocational Education Program			

Tentative Second Year Modules (Randomly listed)			
1. Prepare Vocational Education Budgets			
2. Manage Financial Affairs			
3. Obtain Financial Support			
4. Manage Physical Facilities			
5. Evaluate Staff Performance			
6. Select School Personnel			
7. Coordinate Guidance and Administrative Services			

Quarters	Starts	Ends
Winter '79	_____	_____
Spring '80	_____	_____
Summer '80	_____	_____
Fall '80	_____	_____

Semesters	Starts	Ends
1st Semester 79-80	_____	_____
2nd Semester 79-80	_____	_____
Summer Session	_____	_____

Attachment F

Name _____ Soc. Sec. No. _____

Position _____ Phone No. _____

Address _____

_____

_____

1. I would like to assist by serving as a --

   _____ writer-consultant

   _____ module reviewer

2. I have a good deal of expertise in the following area(s) of vocational administration: (Check all that apply.)

   _____ Select School Personnel

   _____ Evaluate Staff Performance

   _____ Prepare Vocational Education Budgets

   _____ Manage Financial Affairs

   _____ Obtain Financial Support

   _____ Manage Physical Facilities

   _____ Coordinate Guidance and Administrative Services

3. For <u>each</u> area checked above, please <u>briefly</u> describe in narrative form the exact nature of your expertise and experience in that area and any specialized skills or knowledge you have relative to the area.

4. Please submit a resume, including a list of any articles or publications authored.

ATTACHMENT G

Special Purchase Price
for
"Competency-Based Materials for the Preparation
of Local Administrators of Vocational Education"

The National Center for Research in Vocational Education is granting to active members of the Consortium for the Development of Professional Materials for Vocational Education a special reduced purchase price for "Competency-Based Materials for the Preparation of Local Administrators of Vocational Education."

These special prices shall apply to the set of six instructional modules and the user's guide currently available through the National Center Publications Office. This established discount will also be applied to all future products of the Consortium that become available for purchase from the National Center.

Active Consortium member states shall qualify for these special prices. Each Consortium member's state department of vocational education and designated 4-year teacher/administrator training institutions shall be included. Each member state shall identify those institutions so qualified.

A standard discount of 15% off the list sale price is established for qualifying member institutions. In addition, the National Center's standard discount schedule for quantity orders shall be applied against the reduced sale price.

For your convenience, the following chart shows the list price and the special discount price being offered to Consortium members for the six instructional modules and the user's guide.

SERIES	TITLE	LIST PRICE	CONSORTIUM MEMBER DISCOUNT (15%) (less)	DISCOUNT PRICE FOR CONSORTIUM MEMBERS
LT 58A	Guide to Using Competency-Based Vocational Education Administrator Materials	$ 2.20	$ 0.33	$ 1.87
LT 58B-1	Organize and Work with a Local Vocational Education Advisory Council	$ 5.50	$ 0.83	$ 4.67
LT 58B-2	Supervise Vocational Education Personnel	$ 5.10	$ 0.77	$ 4.33
LT 58B-3	Appraise the Personnel Development Needs of Vocational Teachers	$ 7.25	$ 1.09	$ 6.16
LT 58B-4	Establish a Student Placement Service and Coordinate Follow-up Studies	$ 6.75	$ 1.01	$ 5.74
LT 58B-5	Develop Local Plans for Vocational Education: Part I	$ 7.25	$ 1.09	$ 6.16
LT 58B-6	Develop Local Plans for Vocational Education: Part II	$ 6.75	$ 1.01	$ 5.74
LT 58A & 58B-1--6	Complete Set	$30.00	$ 4.50	$25.50

Quantity Discount Schedule

Discounts on quantity orders are offered as follows: Orders of five (5) or more items, as listed by series number and title, with a total dollar value for the order of

$ 50 to $100	the discount is	5%
$101 to $200		10%
$201 to $300		15%
$301 to $400		20%
$401 and above		25%

All orders requested at the discounted price should include the statement

"Special Discount Price for Consortium Members"

APPENDIX B

Module Consultant Writers/Reviewers for 1979-80

PREPARE VOCATIONAL EDUCATION BUDGETS

Writers: Dale Baughman / JVS District Superintendent / Montgomery County JVSD / Clayton, OH

Walter G. Hack / Professor, Educational Administration / The Ohio State University / Columbus, OH

Reviewers: Charles E. Hawley / Superintendent / Medina JVS / Medina, OH

R. Winifred Johnson / Supervisor of Occupational Education / State Education Department / Albany, NY

Gene M. Love / Professor and Head, Department of Agricultural Education / The Pennsylvania State University / University Park, PA

MANAGE THE PURCHASE OF EQUIPMENT, SUPPLIES, AND INSURANCE

Writers: Walter G. Hack / Professor, Educational Administration / The Ohio State University / Columbus, OH

James A. Sullivan / Professor and Chairman, Department of Vocational Education Studies / Southern Illinois University, Carbondale, IL

Reviewers: William J. Boudreau / Supervisor of Occupational Education / State Education Department / Albany, NY

Carl V. German / Associate Professor, Vocational Education / Kent State University / Kent, OH

Rex C. Toothman / Director, Teacher Education Center Activities / University of South Florida / Tampa, FL

MANAGE VOCATIONAL BUILDINGS AND EQUIPMENT

Writers: Herb Chamberlain / Director of Vocational Education / Eastland Vocational Center / Groveport, OH

Jim Stickley / Director/Principal / Upper Valley JVS / Piqua, OH

MANAGE VOCATIONAL BUILDINGS AND EQUIPMENT (continued)

Reviewers: Carmine T. Antonelli / Assistant Superintendent / Suffolk BOCES #1 / Westhampton Beach, NY

Harold E. Finn / Regional Vocational Administrator / Illinois State Board of Education / Mt. Vernon, IL

Donald H. Fischer / Superintendent / Vanguard JVS / Fremont, OH

EVALUATE STAFF PERFORMANCE

Writers: Edward P. Kahler / Assistant Professor, T & I Education / The University of Georgia / Athens, GA

Henry Safnauer / Director of Occupational Education / Cayuga-Onondaga BOCES / Auburn, NY

Reviewers: Carol Grant Bronk / Instructional Design Specialist / The American College / Bryn Mawr, PA

Harry Miller / Chairman/Professor, Department of Educational Leadership / Southern Illinois University / Carbondale, IL

Tim Wentling / Associate Professor and Director, Office of Vocational Education Research / University of Illinois / Urbana, IL

SELECT SCHOOL PERSONNEL

Writers: Wayne Asche / Associate Professor, Department of Vocational Education / Kent State University, Kent, OH

Helene Schwarberg / T & I Teacher Educator / University of Cincinnati, Cincinnati, OH

Reviewers: T. Carl Brown / Retired Chief Consultant of Distributive Education / State Department of Public Instruction / Raleigh, NC

Robert D. Muzzi / Director of Vocational Education / Lackawanna County AVTS / Scranton, PA

Don T. Scott / Associate Professor, Vocational Education Department / University of Toledo / Toledo, OH

IDENTIFY SOURCES OF FINANCIAL SUPPORT

Writers: Howard Friedman / Project Director, Innovative Occupational Skills Program / New York City Board of Education / Brooklyn, NY

Nila L. Hibdon / Dean, Vocational-Technical Education / State Fair Community College / Sedalia, MO

Reviewers: Leonard D. Kingsley / Superintendent / Penta County Vocational Schools / Perrysburg, OH

E. Michael Latta / Executive Director / North Carolina Advisory Council on Education / Raleigh, NC

Jerome I. Leventhal / Teacher Educator and Associate Professor, Vocational Education and Distributive Education / Temple University / Philadelphia, PA

APPENDIX C

SUMMARY

Board of Members' Meeting of the Consortium for the
Development of Professional Materials for
Vocational Education
Mt. Laurel, New Jersey

April 8-9, 1980

The meeting was called to order by President Dale Post at 1:30 p.m. In attendance were representatives of five states and the National Center for Research in Vocational Education. See Attachment A for a copy of the meeting objectives, agenda, and a roster of the participants. It was explained that the state representatives from Florida and Texas were unable to attend at the last minute because of urgent personal and business reasons.

After reviewing the meeting objectives and agenda, Bob Norton, Consortium Program Director, gave a report on the status of Consortium membership. It was reported that the following seven states joined the Consortium during the 1978-79 contract year: Illinois, Pennsylvania, Ohio, North Carolina, New York, Florida, and Texas. As of April 8, 1980, six of those same states had also signed contracts with the National Center for participation in the Consortium a second year. The states and dates of contract approval are as follows:

Ohio - June 13, 1979	Pennsylvania - November 16, 1979
Illinois - July 30, 1979	North Carolina - February 25, 1980
New York - October 11, 1979	Florida - March 26, 1980

Other states expressing interest in membership since the September Board meeting include Iowa and Virginia. After some discussion, Cal Cotrell moved and Bob Mullen seconded a motion to accept Virginia and/or Iowa into the Consortium as members for the third year, if they desire such. The motion was unanimously approved.

A copy of the quarterly Progress Report for the period January-March 1980 was distributed and briefly discussed. At this point, comments were solicited regarding the First Annual Consortium Report which had been sent to state representatives earlier. Reactions to the report were very positive in terms of its content and format. It was pointed out, however, that the report needs to be completed earlier, preferably in October of each year, so that states can use it as a part of their accountability report to their agencies. The Consortium Program Director promised quicker preparation and delivery of next year's report.

The problem of slow mail service was brought up at this point. Several states reported that mailings of letters, prospecti, etc. were taking ten to twelve days after the date of mailing to reach them. This, of course, shortens the amount of time available for reviews. Some felt that the University mailing procedures on both ends were part of the problem. Cal Cotrell has requested mail be sent to his home address to help speed delivery. Others

indicated they would consider this. Ferman Moody said he would look into alternative ways of mailing materials from the National Center.

A report was given regarding the current status of module development. See Attachment B for a graphic summary of the developmental status and projected dates for each of the thirteen modules under development. Six modules are currently in field-test stage with more to follow in June. The Consortium Program Director expressed concern about the much longer than expected time required for field testing. The revision of the first two or three modules has been delayed by the lack of sufficient field-test data. It was pointed out that although the first module was shipped for field testing on May 21, 1979, only forty-four completed student tests had been received to date. It was initially felt that four to six months would provide adequate time to obtain at least fifty student tests and five resource person feedback instruments per module. A lot of discussion took place regarding how field testing could be speeded up. Two state representatives were very surprised to learn that no data had been received on any module from their states. A summary of the module field-test data received as of April 4, 1980 may be found in Attachment C.

It was suggested that we all needed to do a better job of communicating with each other and with the field-test coordinators regarding the need for quicker field testing of the modules. Bob Norton stressed the importance of asking all persons submitting field-test data to the National Center to prepare a cover letter or memo indicating what is being sent and to ask that a carbon of that communication be sent to the state representative for his/her information. Bob Norton indicated that he would endeavor to acknowledge receipt of all field-test data by letter within three days of its arrival. The original letter will go to the sender and a copy of the letter will go to the state representative (if they aren't the same person).

To further help the state representatives keep abreast of the field-testing situation, it was requested that the National Center provide summaries on a quarterly basis of all modules shipped for field testing and of all test data received from the states. It was noted that this type of summary had already been submitted once, with a letter sent on February 11, 1980 by the Consortium Program Director in an effort to alert the state representatives to the testing status. Armed with this data on a regular basis, the state representatives felt they could do a better job of following up on persons doing the testing.

As another type of feedback, the state representatives also requested that summary data regarding who has responded to the requests for prospectus and module reviews, be reported regularly on each module. A summary of persons providing module field reviews on "Manage Student Recuitment, Admissions, and Scheduling" and "Promote the Vocational Education Program" was shared with those present.

The next item addressed was presentation of a summary of the data that had been received from the forty-four students and eight resource persons using the "Direct Curriculum Development" module. Bob Norton reviewed the highlights of the data with the entire group and then circulated copies of the

full report including the detailed comments received from individual students and resource persons. Bob Norton indicated that he felt the reactions were extremely positive. A few examples follow. On the Estimate of Performance instrument the students' responses moved from a range of poor to fair to good (average fair) on the pre-test to a range of fair to good to excellent (average good) on the post-test. Thirty-three out of thirty-nine students responding to a question about whether the modules on the traditional college education courses were more efficient in terms of use of time, favored the modules. Twenty-one out of thirty-seven felt the modules help them achieve greater competency in administrative skills. Thirty-six out of forty-one said they would recommend the module to fellow preservice and inservice administrators. Seven out of eight resource persons rated the module as either good or very good in terms of quality.

Considerable discussion followed the presentation of the field-test data. Three persons said that they felt the positive responses received should be viewed as even more positive than indicated because of the many diverse situations in which the modules were being used by many different resource persons. It was felt some students and resource persons tend to be more critical than is appropriate because of their lack of understanding of this approach to education.

Bob Norton asked for guidance on whether to proceed with the revision and publication process on this module or to wait for more data. The consensus was that the staff should wait for about two more weeks to give time for additional data to be sent in (April 18), but that we should then proceed to revise. It was further discussed and agreed that staff should proceed to revise a module after approximately thirty field tests and five resource persons have submitted data, if the reactions are generally positive as in the case of the curriculum module.

There was some discussion regarding the type of field-test data summary desired by the state representatives. Some felt a one- or two-page summary of selected items per module would be helpful to share with teacher educators and interested others. It was requested that Consortium staff indicate briefly the nature of any significant changes made in the published version of the modules as a result of field-test feedback.

Copies of the revised contract agreement for 1980-81 were distributed to representatives so that they might review the proposed changes during the evening. Cal Cotrell and Ken Swatt raised a number of concerns regarding the old contract which they felt needed to be changed before the state of Pennsylvania could sign another contract.

The meeting adjourned at 5:15 p.m. for the day. Ferman Moody and Bob Norton met with Ken Swatt and Cal Cotrell later Tuesday evening to more fully discuss the specific concerns which had been raised primarily by their RCU director. It turned out that many of the concerns raised by Pennsylvania were also shared by the other state representatives during the discussion that followed on Wednesday morning. It was suggested by the Pennsylvania representatives that Exhibit I and III of the contract be the same for everyone but that Exhibit II of the contract be made flexible enough to accommodate each

state's specific payment requirements. After considerable discussion of the various contracting issues, President Post requested that the National Center make further revisions in the proposed 1980-81 contract and then submit it to the states for their review and approval/reactions.

President Post also appointed Bob Norton, Ken Swatt, and Cal Cotrell to draft a "rights and responsibilities" statement which might be appended or inserted into the agreement. Ken Swatt expressed his appreciation to Ferman Moody and Bob Norton for the extra time put in with him and Cal Cotrell on Tuesday night reviewing contract matters. Ken Swatt stressed his satisfaction with the materials developed thus far and the service that had been provided. He said there is no less trust of the National Center or its staff, but some honest disagreement with the current terms of the contract. He stressed that the proposed changes, in his opinion, would serve to strengthen the future life of the Consortium.

One representative raised the question of whether the states should give approval to the final copy of modules before they were published. Bob Norton pointed out that such approval would add about two months to the development time needed and, of course, to the total module development cost. George Kosbab said that he felt the Consortium staff should be trusted to prepare the final copy. His opinion was generally accepted with the condition that if a module requires major changes after field testing, the Consortium staff should consult one of the original writers or reviewers to obtain help.

Ken Swatt asked that the administrator materials discounting policy be clarified in writing to the state representatives. A copy of the written policy and procedures pertaining to this discount is enclosed as Attachment D. Cal Cotrell moved and Ferman Moody seconded a motion that the administrator materials brochure indicate that qualifying institutions within member states will be granted an additional discount. The motion was unanimously approved.

Bob Norton raised the question of the National Center's authority to sell the revised administrator modules. After a brief discussion, Jim Parker moved and Cal Cotrell seconded a motion that the National Center be authorized to sell the published modules developed through the Consortium to the general public through its regular cost-recovery publications channels. The motion was unanimously approved.

The proposed Consortium budget for 1980-81 was shared with the state representatives and discussed in considerable detail. It was indicated that staffing was projected to be the same as previously and that the cost increases were due to inflation and a new overhead rate. George Kosbab asked that ways be sought to lower the 42% overhead rate. Doubt was expressed by the National Center staff as to whether this was possible because it was a University-wide rate applied to all R & D grants and contracts. It was pointed out that many universities have an overhead rate considerably higher than the 42% Ohio State rate. Bob Norton raised the question of lowering the total direct costs by: (1) eliminating the paid reviewers and (2) reducing the number of Board meetings to save travel costs to one meeting per year. Both of these possibilities were rejected by Board members. It was requested that other specific suggestions for reducing the costs be made but none were

forthcoming. Wayne Ramp stressed that the total cost needs to be kept as low as possible. The National Center staff promised to take another look for possible cuts that would not lower overall product quality but could not promise success.

The meeting ended with the suggestion that even at $26,000+ per state, the cost per module per state would be only a little over $3,000. It was stated that it would not be possible to develop materials of the current quality for anywhere near that cost without the Consortium approach. The meeting ended at 11:45 a.m.

Respectfully Submitted,

Robert E. Norton
Consortium Program Director

ATTACHMENT A

Consortium for the Development of Professional Materials
for Vocational Education

Board of Members' Meeting
Mt. Laurel, New Jersey
April 8-9, 1980

Meeting Objectives:

1. To report and discuss the progress made since last meeting on module development.

2. To review field-testing procedures, progress to date, and forthcoming testing opportunities.

3. To review module implementation alternatives and progress.

4. To review development procedures and discuss development procedures for 1979-80.

5. To discuss a proposed scope of work for 1980-81.

6. To review proposed Consortium contract for 1980-81.

AGENDA

Board of Member's Meeting
April 8-9, 1980

April 8, 1980

1:30 p.m. Review of Agenda and Objectives

Membership Status Report

Module Development Status Report

Field-Testing Status Report
- Data Submitted Per Module
- Report by States
- Problems Encountered
- Module Data Summaries

Review of Designated Reviewers and Field Testers

Summer Testing Oportunities

Implementation Alternatives and Progress
- Alternative Uses by States
- Problems and Solutions

Review of Development Procedures

5:00 p.m. Adjournment

April 9, 1980

8:30 a.m. Sale of Consortium Modules
- Promotion
- Copyright

Scope of Work for 1980-81
- Development of Modules
- Development of Supportive Materials
- Other

Consortium Contracts for 1980-81
- Proposed Contract Changes
- Estimated Third Year Costs
- Intentions for Third Year

Other

11:45 a.m. Adjournment

Participants
Board of Members' Meeting at Mt. Laurel, New Jersey
April 8-9, 1980

Illinois

Dr. James Parker, Co-Director
Illinois/NCRVE Consortium
Department of Educational Leadership
Southern Illinois University
at Carbondale
Carbondale, Illinois 62901

Dr. Wayne Ramp, Co-Director
Illinois/NCRVE Consortium
Occupational Education Department
Technology Building
Southern Illinois University
at Carbondale
Carbondale, Illinois 62901

New York

Mr. Dale Post, Director
Division of Occupational
Education Supervision
State Education Department
99 Washington Avenue
Albany, New York 12230

North Carolina

Mr. Robert Mullen
Deputy State Director
State Board for Vocational Education
State Department of Education
Room 573, Education Building
Edenton and Salisbury Streets
Raleigh, North Carolina 27611

Ohio

Dr. George Kosbab, Assistant Director
Administration, Curriculum and
Staff Development
State Department of Education
907 Ohio Department Building
65 South Front Street
Columbus, Ohio 43215

Pennsylvania

Dr. Calvin J. Cotrell
39 East Centennial Drive
Rt. #2
Marlton, New Jersey 08053

Dr. Carroll Curtis
Director, RCU
Department of Education
Commonwealth of Pennsylvania
Box 911
Harrisburg, Pennsylvania 17126

Mr. Kenneth Swatt, Chief
Development Services Section
Department of Education
Commonwealth of Pennsylvania
Box 911
Harrisburg, Pennsylvania 17126

National Center Participants

Bob Norton, Consortium Program Director
Ferman Moody, Associate Director, Personnel Development

ATTACHMENT B

MODULE STATUS

Tentative Titles, Consortium Modules

1. Direct Curriculum Development
2. Provide a Staff Development Program
3. Guide the Development and Improvement of Instruction
4. Direct Program Evaluation
5. Manage Student Recruitment and Admissions
6. Promote the Vocational Education Program
7. Involve the Community in Vocational Education
8. Prepare Vocational Education Budgets
9. Evaluate Staff Performance
10. Manage the Purchase of Equipment, Supplies, and Insurance
11. Obtain Financial Support
12. Manage Physical Facilities
13. Select School Personnel

Developmental Status and Projections

	Prospectus Ready	Ready for Field Review	Ready for Field Test	Revision Completed
1.	——————————————————→			'80
2.	——————————————————→			'80
3.	——————————————————→			'80
4.	——————————————————→			'80
5.	——————————————————→			'80
6.	——————————————————→			'80
7.	————→	April '80	June '80	'80
8.	————→	April '80	June '80	
9.	————→	April '80	June '80	
10.	————→	May '80	July '80	
11.	————→	May '80	July '80	
12.	————→	June '80	Sept. '80	
13.	April '80	July '80	Oct. '80	

Summary of Module Field-Test Data Received as of April 4, 1980

	Number of E.O.P.s	Number of Trainee Feedbacks	Number of Resource Person Feedbacks
Direct Curriculum Development (5/21/79)			
Temple University	1	1	1
Bowling Green State University	12	12	
University of Central Florida	11	11	1
University of South Florida	5	5	1
The Pennsylvania State University	8	8	1
Southern Illinois University	7	7	1
Illinois State University			4
	44	44	9
Provide a Staff Development Program (6/13/79)			
Temple University	2	2	1
University of Central Florida	10	10	1
The Pennsylvania State University	8	8	1
Southern Illinois University	7	7	1
Illinois State University			2
	27	27	6
Guide the Development and Improvement of Instruction (8/1/79)			
The Pennsylvania State University	9	9	1
Florida International University	16	16	
	25	25	1
Direct Program Evaluation (10/29/79)			
The Ohio State University	12	11	0

( ) = date available for field testing

ATTACHMENT C

42

44

45

ATTACHMENT D

Special Purchase Price
for
"Competency-Based Materials for the Preparation
of Local Administrators of Vocational Education"

The National Center for Research in Vocational Education is granting to active members of the Consortium for the Development of Professional Materials for Vocational Education a special reduced purchase price for "Competency-Based Materials for the Preparation of Local Administrators of Vocational Education."

These special prices shall apply to the set of six instructional modules and the user's guide currently available through the National Center Publications Office. This established discount will also be applied to all future products of the Consortium that become available for purchase from the National Center.

Active Consortium member states shall qualify for these special prices. Each Consortium member's state department of vocational education and designated 4-year teacher/administrator training institutions shall be included. Each member state shall identify those institutions so qualified.

A standard discount of 15% off the list sale price is established for qualifying member institutions. In addition, the National Center's standard discount schedule for quantity orders shall be applied against the reduced sale price.

For your convenience, the following chart shows the list price and the special discount price being offered to Consortium members for the six instructional modules and the user's guide.

SERIES	TITLE	LIST PRICE	CONSORTIUM MEMBER DISCOUNT (15%) (less)	DISCOUNT PRICE FOR CONSORTIUM MEMBERS
LT 58A	Guide to Using Competency-Based Vocational Education Administrator Materials	$ 2.20	$ 0.33	$ 1.87
LT 58B-1	Organize and Work with a Local Vocational Education Advisory Council	$ 5.50	$ 0.83	$ 4.67
LT 58B-2	Supervise Vocational Education Personnel	$ 5.10	$ 0.77	$ 4.33
LT 58B-3	Appraise the Personnel Development Needs of Vocational Teachers	$ 7.25	$ 1.09	$ 6.16
LT 58B-4	Establish a Student Placement Service and Coordinate Follow-up Studies	$ 6.75	$ 1.01	$ 5.74
LT 58B-5	Develop Local Plans for Vocational Education: Part I	$ 7.25	$ 1.09	$ 6.16
LT 58B-6	Develop Local Plans for Vocational Education: Part II	$ 6.75	$ 1.01	$ 5.74
LT 58A & 58B-1--6	Complete Set	$30.00	$ 4.50	$25.50

Quantity Discount Schedule

Discounts on quantity orders are offered as follows: Orders of five (5) or more items, as listed by series number and title, with a total dollar value for the order of

$ 50 to $100	the discount is	5%
$101 to $200		10%
$201 to $300		15%
$301 to $400		20%
$401 and above		25%

All orders requested at the discounted price should include the statement

"Special Discount Price for Consortium Members"

APPENDIX D

DIRECT CURRICULUM DEVELOPMENT
MODULE FIELD-TEST DATA SUMMARY AND REVISION REPORT

A. Number of Field Test Instruments Received

1. Resource Person's Feedback Instruments N = 14

2. Sets of Trainee Feedback Instruments N = 74

B. Resource Person's Response to Selected Questions

#25 Twelve said they would "definitely" (7) or "probably" (5) use the module again. Two did not respond.

#26 Thirteen rated the quality of the module as "very good" (6) or "good" (7). One gave it a poor rating.

C. Trainee's Response to Selected Questions

1. Estimate of Performance Instrument (overall rating of ability)

Pre = 13 Poor, 34 Fair, 22 Good, 3 Excellent

Post = 1 Poor, 8 Fair, 53 Good, 12 Excellent

2. Trainee Feedback Instrument

#18 Sixty-six persons indicated the adequacy of the content contained in the information sheets was "just about right."

#30 Sixty-two persons responded "definitely yes" (15) or "yes" (47) to the question, "Would you recommend this module to a fellow administrator?"

#32 Things trainees liked best included--
- The common sense and theory combined
- The true to life experiences
- Cooperation and exchange with my resource person
- Being able to work at my own pace and convenience
- Opportunity to seek help from resource people
- It gave you a chance to perform

#33 Things trainees liked least included—
- Lack of peer interaction
- Feedback was not sealed
- Dry reading--more illustrations needed
- Optional resources were not readily available
- Lack of interpersonal sharing of ideas
- I could not keep the module

D. Revisions Made

Glen E. Fardig and Robert E. Norton independently reviewed all the available objective and subjective field-test data. Major conclusion was that only a few changes were needed. They included the following:

a. Strengthen the section on articulation of curriculum.

b. Modify the scope of the feedback for Learning Experience I by adding a question relating to articulation and moving the item on interviewing experienced administrators to Learning Experience II.

c. Reduce the use of he/she by using the plural whenever possible.

d. Provide more explanation and illustrations of additional options to the competency identification and verification process.

e. Give attention to tasks #13 and #33, which fit better here than in any other module as presently conceptualized.

f. Remove reference to advisory councils as opposed to advisory committees who are more likely to be involved in the curriculum development process for a given occupational area.

All of the changes specified above were made and the module was given a final edit by Lois G. Harrington.

This report prepared by Robert E. Norton, 10/6/80.

APPENDIX E

PROGRESS REPORT

Consortium for the Development of Professional Materials
for Vocational Education

October to December 1979

MAJOR ACTIVITIES DURING THIS PERIOD

A. Module Development

1. "Direct Curriculum Development" module

   a. In field testing, total of 39 completed tests received

2. "Provide a Staff Development Program" module

   a. In field testing, total of 27 completed tests received

3. "Guide the Development and Improvement of Instruction" module

   a. In field testing, total of 9 completed tests received

4. "Direct Program Evaluation" module

   a. Revision of field review version completed — October 22
   b. Submitted for field testing — October 29

5. "Promote the Vocational Education Program" module

   a. Field review version completed — November 15
   b. Field review version mailed — November 28

6. "Manage Student Recruitment, Admissions, and Scheduling" module

   a. Field review version completed — November 12
   b. Field review version mailed — November 28

7. "Involve the Community in Vocational Education" module

   a. Work on development of field review version begun — December 19

8. "Prepare Vocational Education Budgets" module

a. Conceptualization meeting held	December 3
b. Prospectus mailed	December 10

9. "Evaluate Staff Performance" module

a. Conceptualization meeting held	December 14
b. Prospectus mailed	December 21

B. Related Activities

1. Fourth quarterly report and Board of Member's minutes mailed	October 10

2. Contracts for 1979-80 were approved as follows:

a. Ohio - June 13	
b. Illinois - July 30	
c. New York - October 11	
d. Pennsylvania - November 16	

3. Contract for Texas for 1978-79, retroactive to July 1, 1979 approved	December 19
4. Letter of intent to contract for 1979-80 received from Florida	November 28
5. North Carolina contract held up by lack of state plan approval	
6. Iowa expresses possible interest in joining Consortium	November 20

7. Presentations on Consortium made by Program Director to:

a. National Council of Local Administrators of Vocational Education	October 11
b. National Council of Staff, Program, and Organizational Development	October 29
c. North Carolina Council of Local Administrators and Vocational Teacher Educators	November 15-16

8. Writer and reviewer consultant selections were made for 1979-80 modules	November 14

C. Problem Areas

1. Unable to recruit a second qualified Graduate Research Associate writer

2. Consultant writer and reviewer nominations were received quite late from some states

3. Field testing is moving at a much slower pace than expected

MAJOR ACTIVITIES PROJECTED FOR NEXT THREE MONTHS

A. Module Development and Testing

1. Continue testing of first four modules

2. Begin testing of two more modules

3. Complete field review versions of three more modules

4. Complete conceptualization of three more modules

5. Revise first module for publication

B. Related Activities

1. Complete development of 1979-80 contracts with North Carolina and Florida

2. Summarize field test data on first two modules

Submitted by:

Robert E. Norton
Consortium Program Director

APPENDIX F

PROGRESS REPORT

Consortium for the Development of Professional Materials
for Vocational Education

January to March 1980

MAJOR ACTIVITIES DURING THIS PERIOD

A. Module Development

1. "Direct Curriculum Development" module

   a. In field testing since 5/21/79, total of 44 completed tests received

2. "Provide a Staff Development Program" module

   a. In field testing since 6/13/79, total of 27 completed tests received

3. "Guide the Development and Improvement of Instruction" module

   a. In field testing since 8/1/79, total of 25 completed tests received

4. "Direct Program Evaluation" module

   a. In field testing since 10/29/79, total of 11 completed tests received

5. "Promote the Vocational Education Program" module

   a. Revision of field-review version completed — February 7
   b. Submitted for field testing — February 25

6. "Manage Student Recruitment and Admissions" module (formerly titled "Manage Student Recruitment, Admissions, and Scheduling"

   a. Revision of field-review version completed — March 19
   b. Submitted for field testing — April 7

7. "Involve the Community in Vocational Education" module

   a. Work on development of field-review version continued

8. "Prepare Vocational Education Budgets" module

   a. Work on development of field-review version begun — January 7

9. "Evaluate Staff Performance" module

   a. Work on development of field-review version begun — January 30

10. "Manage the Purchase of Equipment, Supplies, and Insurance" module (formerly titled "Manage Business Affairs")

    a. Conceptualization meeting held — January 25
    b. Prospectus mailed — February 11
    c. Work on development of field-review version begun — March 10

11. "Obtain Financial Support" module

    a. Conceptualization meeting held — February 29
    b. Prospectus mailed — March 7

12. "Manage Vocational Facilities and Equipment" module

    a. Conceptualization meeting held — March 18
    b. Prospectus mailed — March 25

13. "Select School Personnel" module

    a. Literature review begun — March 1

B. Related Activities

1. Orientation meeting for Texas participants conducted by Consortium Program Director at Austin — January 11

2. Contracts for 1979-80 were approved as follows:

   a. North Carolina - February 25
   b. Florida - March 26

3. Virginia expresses strong desire to join the Consortium for 1980-81 — January 21

4. Quarterly report mailed — February 11

5. First Annual Report of Consortium mailed — March 14

6. Aubrey Long employed as Graduate Research Associate — March 1

7. Presentations on Consortium activities and materials made by Program Director to:

   a. Ohio Vocational Directors and Superintendents — January 29
   b. Ohio Vocational Leadership Interns — February 28
   c. National Invitational PBTE Conference — March 21

C. Problem Areas

1. Field testing is going much slower than expected and delaying revisions

2. Contracting delays make it difficult to carry out scope of work on schedule

MAJOR ACTIVITIES PROJECTED FOR NEXT THREE MONTHS

A. Module Development and Testing

1. Continue field testing

2. Begin testing of four new modules

3. Complete field-review versions of six modules

4. Complete conceptualization of one module

5. Revise first two modules for publication

B. Related Activities

1. Request letters of intent to participant in Consortium for 1980-81

2. Submit contracts to member states for 1980-81

Submitted by:

Robert E. Norton
Consortium Program Director

APPENDIX G

PROGRESS REPORT

Consortium for the Development of Professional Materials
for Vocational Education

April to June 1980

MAJOR ACTIVITIES DURING THIS PERIOD

A. Module Development

1. "Direct Curriculum Development" module

   a. Field testing was completed, a total of 74 tests received

2. "Provide a Staff Development Program" module

   a. Field testing was completed, a total of 63 tests received

3. "Guide the Development and Improvement of Instruction" module

   a. Field testing was completed, a total of 69 tests received

4. "Direct Program Evaluation" module

   a. Field testing was completed, a total of 67 tests received

5. "Promote the Vocational Education Program" module

   a. In field testing since 2/25/80, a total of 59 tests received

6. "Manage Student Recruitment and Admissions" module

   a. Submitted for field testing — April 7
   b. 5 field tests received

7. "Involve the Community in Vocational Education" module

   a. Work on development of field-review version continued

8. "Prepare Vocational Education Budgets" module

   a. Submitted for field review — May 19
   b. Submitted for field testing — July 3

9. "Evaluate Staff Performance" module

   a. Work on development of field-review version continued

10. "Manage the Purchase of Equipment, Supplies, and Insurance" module

   a. Field-review version mailed — June 23

11. "Obtain Financial Support" module

   a. Work on development of field-review version begun — May 1

12. "Manage Vocational Facilities and Equipment" module

   a. Work on development of field-review version begun — June 2

13. "Select School Personnel" module

   a. Conceptualization meeting held — April 24
   b. Prospectus submitted for critique — May 8
   c. Work on development of field-review version begun — May 9

B. Related Activities

1. Proposed contracts for 1980-81 prepared — April 4

2. Proposed 1980-81 budget prepared — April 7

3. Board of Members' meeting for Consortium convened at Mt. Laurel, New Jersey. Quarterly report for January through March 1980 was distributed at this meeting along with summaries of the status of field testing state-by-state and overall. — April 8-9

4. Tragic death of Karen M. Quinn; as might be expected this loss greatly affected the production of all staff during this period. She will always be missed by those who were privileged to know her. — April 19

5. Minutes of April 8-9, 1980 Board of Members' meeting mailed — May 5

6. Second revision of proposed 1980-81 contract mailed to states — May 12

7. Janice C. Davis hired as Program Associate — June 3

8. Janice C. Davis begins work — June 16

9. Large quantities of field-test data received on all modules from nearly every state--this represents a tremendously positive change compared to previous quarters

10. Letters of intent committing state to join Consortium for 1980-81 received as follows:

    North Carolina - May 27
    Illinois - June 1
    Florida - June 16
    Pennsylvania - June 20
    New York - July 10

11. Virginia declines to participate in 1980-81; reason given was the higher than expected total cost — June 2

12. A lot of field-test data has been summarized on the first four modules. Reactions of trainees and resource persons have been extremely positive.

C. Problem Areas

1. Some consultants have been slow in preparing their inputs for the field-review version of modules

2. The increased cost of contracting for 1980-81 caused both by inflation and a new indirect rate charge has resulted in the loss of one potential new member state (Virginia) and threatens the loss of one or more current members

3. Several parts of the 1979-80 membership contract were deemed undesirable and caused considerable concern. All the issues raised seem to have been satisfactorily addressed, however,

as the contract terms now appear to be acceptable to everyone. It is felt that a stronger and improved agreement has resulted from the many discussions held.

MAJOR ACTIVITIES PROJECTED FOR NEXT THREE MONTHS

A. Module Development and Testing

1. Continue field testing
2. Begin testing of three new modules
3. Complete field-review versions of five modules
4. Complete summarization of field-test data on first four modules and submit brief summaries to state representatives
5. Revise first three modules for publication and distribute 30 copies per state

B. Related Activities

1. Submit contracts to member states for 1980-81
2. Continue attempts to recruit new states and to maintain membership of all current states
3. Establish development priorities for 1980-81
4. Conduct fall Board of Members' meeting

Submitted by:

Robert E. Norton
Consortium Program Director

Summary of Module Field-Test Data Received as of July 15, 1980

	Number of Modules Sent	Number of Complete Student Tests Received	Number of Resource Person Feedbacks Received
Direct Curriculum Development (5/21/79)			
Florida	30	16	2
Illinois	30	7	5
New York	30	5	-
North Carolina	58	9	1
Ohio	70	15	1
Pennsylvania	30	14	3
Texas	30	8	2
	278	74	14
Provide a Staff Development Program (6/13/79)			
Florida	30	16	2
Illinois	30	7	3
New York	30	1	-
North Carolina	54	9	1
Ohio	36	8	1
Pennsylvania	30	14	2
Texas	30	8	1
	240	63	10
Guide the Development and Improvement of Instruction (8/1/79)			
Florida	30	16	1
Illinois	30	4	-
New York	30	3	-
North Carolina	51	9	1
Ohio	60	6	1
Pennsylvania	30	13	1
Texas	30	18	2
	261	69	6

( ) = date available for field testing

	Number of Modules Sent	Number of Complete Student Tests Received	Number of Resource Person Feedbacks Received
Direct Program Evaluation (10/29/79)			
Florida	30	1	-
Illinois	45	9	1
New York	30	3	-
North Carolina	30	8	1
Ohio	30	20	1
Pennsylvania	30	11	1
Texas	30	15	1
	225	67	5
Promote the Vocational Education Program (2/25/80)			
Florida	30	30	3
Illinois	30	11	1
New York	30	-	-
North Carolina	30	9	2
Ohio	46	4	-
Pennsylvania	30	1	-
Texas	30	4	1
	226	59	7
Manage Student Recruitment and Admissions (4/7/80)			
Florida	30	-	-
Illinois	30	-	-
New York	30	-	-
North Carolina	30	-	-
Ohio	48	5	-
Pennsylvania	30	-	-
Texas	30	-	-
	228	5	-
Prepare Vocational Education Budgets (7/2/80)			
Florida	30	-	-
Illinois	30	-	-
New York	30	-	-
North Carolina	30	-	-
Ohio	30	-	-
Pennsylvania	30	-	-
Texas	30	-	-
	210	-	-

APPENDIX H

PROGRESS REPORT

Consortium for the Development of Professional Materials
for Vocational Education

July to September 1980

MAJOR ACTIVITIES DURING THIS PERIOD

A. Module Development

1. "Direct Curriculum Development" module

   a. Module was revised for publication

2. "Provide a Staff Development Program" module

   a. No activity, module awaits revision for publication

3. "Guide the Development and Improvement of Instruction" module

   a. Module was revised for publication

4. "Direct Program Evaluation" module

   a. Module was revised for publication

5. "Promote the Vocational Education Program" module

   a. Field testing was completed, a total of 76 tests received

6. "Manage Student Recruitment and Admissions" module

   a. In field testing since 4/7/80, a total of 22 tests received

7. "Involve the Community in Vocational Education" module

   a. Work on development of field-review version continued

8. "Prepare Vocational Education Budgets" module

   a. In field testing since 7/3/80, a total of 7 tests received

9. "Evaluate Staff Performance" module

   a. Submitted for field review — September 8

10. "Manage the Purchase of Equipment, Supplies, and Insurance" module

    a. Field-test version mailed — August 22

11. "Identify Sources of Financial Support" (formerly titled "Obtain Financial Support") module

    a. Work on development of field-review version continued

12. "Manage Vocational Buildings and Equipment" module

    a. Field-review version mailed — September 30

13. "Select School Personnel" module

    a. Work on development of field-review version continued

B. Related Activities

1. Made presentation on administrator modules and Consortium to Ohio Interns, Kent State University — July 9

2. Quarterly report mailed — July 22

3. Plans completed for fall board meeting — July 28

4. Janice Davis terminated employment — July 30

5. New contract budgets prepared and contracts for 1980-81 mailed — July 31

6. Participated in launching Florida statewide vocational leadership development Extern Program — August 7-10

7.	Letter requesting module priorities and consultant nominations sent	August 26
8.	First contract for 1980-81 received from Illinois, others since received as follows: North Carolina - September 3 Pennsylvania - September 29 New York - September 29	August 29
9.	Texas declined membership for 1980-81	September 3
10.	Glen Fardig employed to help revise three modules for publication	September 16-19
11.	Attempts made to recruit states of Iowa, Kentucky, and California by letter and phone	July-September

C. Problem Areas

1. Some consultants have been slow in preparing their inputs for the field-review version of modules

2. Unexpected loss of Janice Davis delayed production of modules she was assigned

MAJOR ACTIVITIES PROJECTED FOR NEXT THREE MONTHS

A. Module Development and Testing

1. Continue field testing

2. Begin field testing of six new modules

3. Complete field-review versions of three modules

4. Complete summarization of field-test data on second three modules and submit brief summaries to state representatives

5. Revise second three modules for publication and distribute 30 copies per state

6. Conduct conceptualization meetings for two modules

B. Related Activities

1.	Conduct Board of Members' meeting	October 8-9
2.	Continue attempts to recruit new states and to maintain membership of all current states	
3.	Select consultant writers and reviewers for 1980-81	

Submitted by:

Robert E. Norton
Consortium Program Director

Summary of Module Field-Test Data Received as of September 30, 1980

	Number of Modules Sent	Number of Complete Student Tests Received	Number of Resource Person Feedbacks Received
Direct Curriculum Development (5/21/79)			
Field testing completed	278	74	14
Provide a Staff Development Program (6/13/79)			
Field testing completed	240	73	11
Guide the Development and Improvement of Instruction (8/1/79)			
Field testing completed	261	69	5
Direct Program Evaluation (10/29/79)			
Field testing completed	225	76	7
Promote the Vocational Education Program (2/25/80)			
Field testing completed	226	76	9
Manage Student Recruitment and Admissions (4/7/80)			
Florida	30	-	-
Illinois	30	-	-
New York	30	-	-
North Carolina	30	-	-
Ohio	48	8	1
Pennsylvania	30	7	1
Texas	30	7	-
	228	22	2

( ) = date available for field testing

	Number of Modules Sent	Number of Complete Student Tests Received	Number of Resource Person Feedbacks Received
Prepare Vocational Education Budgets (7/2/80)			
Florida	30	-	-
Illinois	30	-	-
New York	30	-	-
North Carolina	30	-	-
Ohio	30	-	-
Pennsylvania	30	7	1
Texas	30	-	-
	210	7	1
Manage the Purchase of Equipment, Supplies, and Insurance (8/22/80)			
Florida	30	-	-
Illinois	30	-	-
New York	30	-	-
North Carolina	30	-	-
Ohio	30	-	-
Pennsylvania	30	-	-
	180	-	-

ATTACHMENT I

Competency-Based Vocational Education Administrator Materials

NATURE OF THE MATERIALS

Modularized

The competency-based instructional materials are organized in modular form. Primarily self-contained learning packages, each focuses on one or a cluster of competencies that have been identified by local administrators as important.

Each module is designed to cover an important administrative skill. Users acquire the skill through a series of learning experiences that allow them initially to gain information about the skill. The module user is then given the opportunity to practice the skill, receive feedback, and finally demonstrate competence in that skill by performing it in an actual administrative situation.

MODULE USE

Self-Contained

The modules are designed for both preservice and inservice, secondary and postsecondary vocational administrator education programs. They can be used individually to allow persons to progress at their own pace, but also are easily adapted for group use.

Additionally, various components of the modules can be modified and enriched by incorporating local materials. The modules are basically self-contained (require few outside resources), but should be used under direction of a qualified resource person (instructor) to guide, assist, and evaluate the administrator trainee's progress.

WHAT DO USERS SAY?

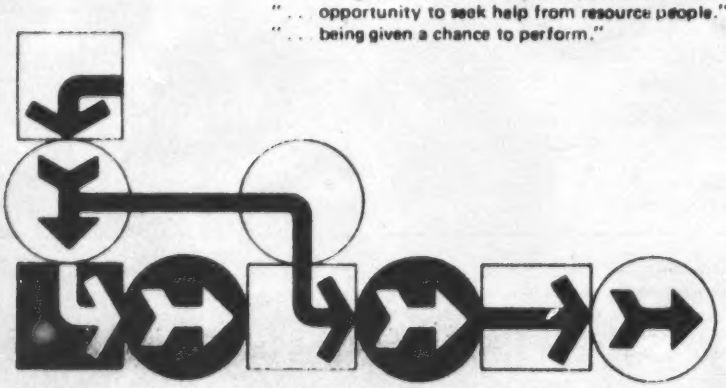
Proven Effective

"The National Center's modules are down to earth, to the point, and focus on administrative concerns as they apply to vocational education. There are many materials available to train general education administrators. However, materials which apply these concepts to a vocational education setting are extremely rare. These modules bridge that gap and, to my knowledge, are the only materials in America that adequately meet our training needs." (Chairperson, Department of Vocational Education.)

"The modules have tremendous potential in the preparation of vocational supervisors and directors. I can see their effectiveness in both the pre- and inservice phases of our intern leadership development program. The modules were well received by our interns." (Director, Intern Leadership Development Program.)

Administrator trainees, when asked what they liked best about the modules, have said—

"... the common sense and theory combined."
"... the true-to-life experiences."
"... cooperation and exchange with my resource person."
"... being able to work at my own pace and convenience."
"... opportunity to seek help from resource people."
"... being given a chance to perform."



Competency-Based Vocational

Resources for

Modules

The first six modules have been repackaged in a new, more attractive and easier to use format. The B-7 through B-12 modules are also being published in this format and will be available as indicated.

	Order No. Price
Organize and Work with a Local Vocational Education Advisory Council. Explains rationale for, benefits of, and step-by-step approach for organizing a local advisory council, 1977.	LT 58B-1 $ 5.50
Supervise Vocational Education Personnel. Analyzes the effects of the supervisor's behavior on the performance of teachers, and the relationships among student learning, teacher performance, and teacher motivation, 1977.	LT 58B-2 $ 5.10
Appraise the Personnel Development Needs of Vocational Teachers. Reviews observable classroom and laboratory competencies that vocational teachers should possess. Discusses and applies principles of effective appraisal and provides sample instruments that a local administrator of vocational education might use, 1977.	LT 58B-3 $ 7.25
Establish a Student Placement Service and Coordinate Follow-up Studies. Discusses placement service rationale, objectives, staffing, and evaluation of a school-based student placement service, 1977.	LT 58 B-4 $ 6.75
Develop Local Plans for Vocational Education: Part I. Discusses rationale, legal requirements, and procedures for comprehensive vocational program planning. Recommends a nine-step "Vocational Education Program Planning Model" and outlines the role of the local administrator in the planning process, 1977.	LT 58B-5 $ 7.25
Develop Local Plans for Vocational Education: Part II. Deals with the last five steps of the model presented in Part I, stressing the importance of adequate planning to meet the needs of individuals and the employment needs of the community, 1977.	LT 58B-6 $ 6.75
New! **Direct Curriculum Development.** Describes how course outlines and curriculum plans are developed from occupational analyses using faculty, employer, and advisory committee expertise.	LT 58B-7 Feb. 15
New! **Guide the Development and Improvement of Instruction.** Discusses the local administrator's role in fostering the evaluation and improvement of instructional plans, materials, processes, time allocations, and class management. Reviews both the conventional and the competency-based education approaches to instruction.	LT 58B-8 Feb. 15
New! **Promote the Vocational Education Program.** Describes how the local administrator can plan and support a variety of activities to increase public awareness and appreciation of vocational education programs.	LT 58B-9 April 1
New! **Direct Program Evaluation.** Addresses planning and conducting an evaluation, including data-collection methods, use of consultants, and interpretation and use of findings.	LT 58B-10 April 1
New! **Manage Student Recruitment and Admissions.** Discusses the importance and elements of a recruitment plan, roles of various administrators and faculty, articulation with other educational institutions, and the establishment of admissions procedures.	LT 58B-11 April 1
New! **Provide a Staff Development Program.** Explains elements of a complete staff development plan, including needs assessment, personal growth plans, incentives, staffing, and resource requirements.	LT 58B-12 May 1

Related Materials

Guide to Using Competency-Based Vocational Education Administrator Materials. Designed to be used by both the learner and the resource person. Explains how a module can be used to help the learner attain a competency.	LT 58A $ 2.20
The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education—Final Report. Part I by Robert E. Norton et al., 101 pp., 1977. Explains the use of DACUM (Developing A Curriculum), an innovative approach to competency identification, and other research and analysis procedures used to identify and nationally verify the 166 competencies important to local administrators of vocational education.	RD 141 $ 6.75
The Development of Competency-Based Instructional Materials for the Preparation of Local Administrators of Secondary and Post-Secondary Vocational Education—Final Report, Part II by Robert E. Norton et al., 103 pp., 1977. Describes the curriculum development and field-testing procedures used by National Center staff to develop, field test, and revise the six competency-based vocational education administrator modules.	RD 142 $ 7.25

Education Administrator Materials

Professional Development

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RECOGNIZED NEED

Recognized Need

The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of trained vocational administrators at both the secondary and postsecondary levels. These administrators need to be well prepared for the complex and unique skills required to direct vocational programs successfully.

The effective preservice and inservice preparation of local administrators has been hampered by the limited knowledge of the competencies needed by them and by the limited availability of competency-based materials for their preparation.

Research-Based

In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education--under provisions of part C, Research, of the Vocational Amendments of 1968--funded the National Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education."

The project had two major objectives: (1) to conduct research to identify and nationally verify the competencies considered important to local adminstrators of vocational education, and (2) to develop and field test a series of prototypic competency-based instructional packages and a user's guide.

Six modules (LT 588-1 through LT 588-6, a user's guide, and two research reports were developed through this project.

MULTI STATE CONSORTIUM

Cooperative Development

In order to continue the development of modules in additional areas of administration, six states have formed the Consortium for the Development of Professional Materials for Vocational Education. Under their guidance and financial support, staff members at the National Center for Research in Vocational Education have developed six new modules (LT 588-7 through LT 588-12) and will ultimately prepare 12-18 additional modules, covering all 166 competencies identified as important in the original USOE-sponsored national research project. The Consortium currently consists of Florida, Illinois, New York, North Carolina, Ohio, and Pennsylvania.

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS OHIO 43210

Competency-Based Vocational Education Administrator Materials

Resources for Professional Development